

September 2003

## **2001 - 2003 Teacher Training Pilot Program Grants Outcomes Report**

### **Background**

State law (RCW 28B.80.620) directs the Higher Education Coordinating Board to administer a competitive grant program to expand or create collaborative teacher training and recruitment programs through Washington public high schools, community colleges, and four-year institutions. The state operating budgets of 1999-2001, 2001-2003, and 2003-2005 each included \$300,000 for competitive grants to support the teacher training pilot program.

In July 1999, the HECB adopted *Resolution 99-27*, which outlined the Request for Proposals (RFP) process to review and approve the grant proposals for these pilot projects. For the 2001-2003 biennium, a review committee, comprised of representatives from the HECB staff, K-12 education system, community and technical colleges, and four-year institutions, reviewed and ranked six proposals.

State law requires the HECB to report to the education and higher education committees of the Legislature, State Board of Education, and Office of the Superintendent of Public Instruction on the status of the pilot project. This report summarizes the program outcomes for the 2001-2003 Teacher Training Pilot Programs.

On July 25, 2003, HECB staff distributed an RFP for the 2003-2005 teacher training pilot program grants. HECB staff expect to make awards immediately after the Board approves the proposals at its October 29, 2003 meeting.

### **2001-2003 Program Summaries**

#### **1. University of Washington, Bothell (UWB) Teacher Training Pilot Program Extension: The Teaching Link in Collaboration with Cascadia Community College District – \$20,000**

The **UWB** program focused on creating additional pathways from local high school teaching academies through local community colleges into the UW Bothell Education Minor and Teacher Certification Program.

***UWB Program Outcomes***

- UWB made significant progress in the conceptualization and initial implementation of a “pathway” for prospective teachers, which sequences community college students into the UWB education minor through the teacher certification program, the Masters of Education, and National Board Certification.
- UWB surveyed students enrolled in two Cascadia Community College courses (*Introduction to Education* and *Perspectives on Teaching and Learning*) and determined that the courses supported and encouraged students to pursue teaching as a career.
- Cascadia Community College accepts the credits from the Northshore teaching academies and UWB accepts the education courses from Cascadia, Shoreline, and Bellevue community colleges.
- UWB advises students enrolled in education courses at Cascadia, Bellevue, and Shoreline community colleges about the “pathway” sequence.
- UWB and Cascadia hosted a field trip on the co-located campus for students from two Northshore teaching academies.

**2. Green River Community College (GRCC) Project LINK – \$141,481**

The **GRCC** program focused on creating a model teacher preparation program in which prospective teachers would gain knowledge of and experience with Washington’s Essential Academic Learning Requirements (EALRs) in general education content courses during their first two years of college.

***GRCC Program Outcomes***

- GRCC expanded *Project TEACH* at GRCC, which emphasizes the EALRs in mathematics and science, to include the humanities, social sciences, and wellness content areas.
- GRCC created learning modules for future teachers, which allow them to explore the EALRs while they are taking content courses. GRCC has modules in drama, economics, English, health education, history, physical education, mathematics, science, analytical reading, and reading in the content area.
- GRCC promoted modules to students and faculty in a variety of ways, including email, fliers, and advising sessions.
- GRCC helped instructors become more familiar with the EALRs and teacher certification requirements.
- GRCC will make all of its *Project Link* materials available to community colleges or four-year institutions interested in creating similar programs.

### 3. Western Washington University (WWU) Pathways to Careers in Teaching Phase II – \$138,519

WWU, in collaboration with Everett Community College, Skagit Valley College, Whatcom Community College, and the Bellingham, Monroe, and Sedro-Woolley school districts, established the *Pathways to Careers in Teaching* through a teacher training pilot program grant awarded by the HECB for the 1999-2001 biennium. The *Pathways* program has two primary purposes:

- To support efficient, transition from public schools to AA degree programs at community colleges, to bachelor's degree with teacher certification programs at WWU; and
- To increase the proportion of students of color in teacher education programs.

During *Pathways Phase I*, the institutions in the consortium made significant progress in the following three areas: 1) Articulating course equivalencies for students seeking teacher certification; 2) Establishing new links between high school teaching academies, community colleges, and WWU through transfer and tracking systems; and, 3) Targeting diversity initiatives toward the recruitment of students of color.

#### ***WWU Phase II Program Outcomes***

- WWU created a database to track teacher academy graduates and students of color who are admitted and/or enrolled in WWU's College of Education.
- WWU faculty conducted content and prerequisite analysis of existing science and math courses for elementary and special education teacher candidates.
- WWU faculty developed and field-tested a new math 101 course for prospective elementary and special education teachers.
- WWU *Pathways* personnel created and are disseminating recruitment materials, including Spanish language versions, which are targeted to community college and Teacher Academy students.
- WWU collaborated with Green River Community College in offering in-service integrated science courses for elementary teacher education candidates and with OSPI in offering EALR training.
- WWU aligned its *Pathways* work with the statewide task force on elementary education. The task force met under the direction of the Council of Presidents and the State Board for Technical and Community Colleges to consider and make recommendations concerning a direct transfer agreement (DTA) Associate of Arts degree, for community college students who are preparing to be elementary teachers.
- WWU strengthened communications between the community colleges and baccalaureate institutions through the following activities: 1) Creating an advisory notebook, which includes a courses articulation grid and course syllabi for community colleges to use; 2) Outlining processes for community college and teacher education faculty collaboration; and 3) Maintaining a database for specific community college and WWU course equivalencies.

## **Recommendation**

The Higher Education Coordinating Board approves the transmittal of the *Outcomes Report: 2001-2003 Teacher Training Pilot Program Grant* to the education and higher education committees of the Legislature, the State Board of Education, and the Office of the Superintendent of Public Instruction.

**RESOLUTION NO. 03-28**

WHEREAS, The Legislature and Governor provided new incentive funding in the 2001-2003 biennium to help educational institutions develop coordinated, innovative programs of teacher training, which would involve high schools, community colleges, and four-year institutions; and

WHEREAS, State law (RCW 28B.80.620) directed the Higher Education Coordinating Board to administer a teacher education pilot program through a competitive grant process; and

WHEREAS, State Law directed the Higher Education Coordinating Board to report annually on the status of the pilot project;

THEREFORE, BE IT RESOLVED, That the Higher Education Coordinating Board approves the transmittal of the "Outcomes Report: 2001-2003 Teacher Training Pilot Program Grant" to the Education and Higher Education Committees of the Legislature, the State Board for Education, and the Office of the Superintendent of Public Instruction.

Adopted:

September 24, 2003

Attest:

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Bob Craves, Chair

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Ann Ramsay-Jenkins, Secretary